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ABSTRACT

A project entitled Relevant Experiences for Alternative Learning (Project REAL) was conducted to develop an exemplary experience-based career education program in Delaware. The project was designed to provide overall management and support staff for the program, develop the necessary instructional and curriculum materials for approximately sixty students for the first year of operation, to evaluate student process and outcome data, and to develop alternative strategies for demonstrating and disseminating Project REAL materials throughout Delaware. Project activities included continuous staff training through inservice workshops, staff development sessions, and refresher meetings: recruitment of high school juniors and seniors (700 in three years): and recruitment of 300 participating community sites. In addition to completing in-school requirements and electives, REAL students were required to demonstrate certain competencies, participate in short-term community exploration experiences, and complete projects including both career and academic tasks designed to meet individual student needs. Project and school district personnel and a third-party evaluator felt that all project goals were successfully achieved and recommended that a modified version of REAL be adopted on a statewide basis. (Appendixes constituting six-sevenths of the report contain the third-party evaluation report, project REAL components, and REAL publicity.) (MN)

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ED195659

FINAL REPORT

Grant No. J03-76-00229(502)

Experience-Based Career Eduation

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

CE 026 691

C. Wayne Hill
New Castle County School District
Administrative Area III
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October 1, 1979 - March 31, 1980

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FINAL REPORT

Period Covered
October 1, 1976 - March 31, 1980

PROJECT REAL GOALS

The goals of Project REAL as contained in the proposal to the U.S. Office of Education Are:

Goal A: Providing the overall management and support staff for the program

A1: Establishing an advisory board to function in the areas of program planning, governance and community relations

A2: Developing a management plan for each year of operation

Goal B: Developing the necessary instructional and curriculum materials for approximately 60 students for the first year of operation

B1: Establishing a network of community sites in which student learning activities will take place

B2: Implementing EBCE curriculum materials in three high schools that relate community learning activities with the three program context areas: Life Skills, Basic Skills and Career Development

Goal C: Evaluating student process and student outcome data

C1: Developing and implementing an evaluation design that provides for student outcome evaluation, process evaluation, summative evaluation and side effects evaluation

Goal D: Developing alternative strategies for demonstrating and disseminating Project REAL materials through Delaware

D1: Providing consultant services and appropriate materials to districts interested in implementing Project REAL

D2: Providing dissemination of Project REAL information through graduate career and vocational education courses offered at the University of Delaware.[1]

1. Newark, Delaware, A Proposal for the Implementation of North West Regional Education Laboratories EBCE Model, 1976

Procedures

Project activities during the initial three years were concentrated in the areas of continuous staff training, student recruitment, community site recruitment (reaching a total of 300 participating community sites), and student program implementation. Throughout the initial three years of the project a constant effort was made to modify the original Northwest Regional Lab Model (NWRL) so as to fit the then Newark School District's and now the New Castle County Area III School District's three comprehensive high school curriculum components.

Two staff members, referred to as the Learning Manager and the Community Coordinator, were originally assigned to each of the three high schools: Christiana, Glasgow and Newark High School. The Learning Manager is responsible for monitoring student progress throughout all required community explorations (3-5 days) competency performance, and planning and negotiating individual student projects. These projects lasting three to five weeks, provide for both career and academic skill development on the part of students. The Community Coordinator is responsible for recruiting all community sites that will host students, recruiting community certifiers for competency certification, and monitoring student performance while they are assigned to sites.

At the outset of the Project a one-week staff development session was conducted by the Northwest Regional Laboratory to acquaint staff in writing projects, develop competencies, recruit community sites and students, and familiarize the teachers with the materials and components of the NWRL Experience Based Career Education Model. Throughout the grant period monthly training and refresher staff meetings were held and summer in-service workshops were organized by the Project Coordinator to expand staff involvement.

The recruitment of students consisted of presentations to students (junior and seniors 16 years of age or older) via assemblies, group seminars, homeroom presentations via closed circuit television, printed handouts, radio and newspaper programs. Initial student applications were followed by intensive interviews and small group discussions with both students and parents. Students were then accepted by staff based on age, grade and whether the program (REAL) could help the individual student.

Following acceptance into the program, students and parents participated in an orientation program. Students were surveyed for initial career interests. Initial community site recruitment concentrated on these careers. Additional community sites were recruited as student interests expanded and became more refined. A strong effort was made throughout the Project to obtain sites that fell within the U.S.O.E. Career Cluster guidelines. By the end of the grant period, REAL had recruited some three hundred (300) participating community career sites that included well over seven hundred (700) individual placements.

In addition to the completion of in-school required or elective courses, each REAL student also was required to complete the following project components: Competency Component - Competencies are tasks that address types of knowledge deemed essential for everyday living; Explorations - the second component, are defined as short term community experiences designed to assist students in narrowing their career interests to the degree that a concentrated exploration or project could occur; Projects - these projects include both career and academic tasks designed to meet individual student needs.

Results and Accomplishments

Regular Funding Support for REAL: The proposal guidelines for this type of EBCE grant indicate that grantees should develop strategies for securing regular program funding for the successful components of the Project. Due to the Evans vs. Buchanan decision (U.S. District Court, May 19, 1976) the Newark School District (grantee) on July 1, 1978, became part (Area III) of the newly formed New Castle County School District therefore requiring a different funding formula than was previously referred to in subsequent Interim Reports. With the aid of the Project Coordinator (C. Wayne Hill) State aid (H.B. 509) was restored in June of 1980 therefore fulfilling the grantee's requirement of near self supportiveness at the close of the 1979-80 school year, and expectantly with local support, the program will continue during the 1980-81 school year. Due to final budget hearings still in progress at this time it is not possible to predict total District allocations for the 1980-81 school year. We remain optimistic that, with the restored state aid, REAL will continue fully funded by local support.

Grade and Credit Translation: Another priority identified in guidelines for proposals for Part D Projects require providing students credit for EBCE programs that include substantial community involvement. Guidelines for the justification of providing student credit in academic areas such as English, Mathematics, Science and Social Studies have been established. These guidelines are based upon goals and objectives stated in both the former Newark School District and the present New Castle County School District's curriculum guides. It must be further noted that throughout the duration of Part D funding, both staff and Project Coordinator have worked to place many REAL students in regularly scheduled academic classes in addition to their EBCE assignments. Reactions from students initiated these actions as it was felt (by students) that they needed some contact with everyday school affairs while still spending 65%-75% in the Project. This move helped satisfy both student concerns and the District's academic requirements while leaving more staff time for individual student help.

Evaluation:

In Appendix A the Final Third Party Evaluation Report is presented by the Project evaluators: Educational Testing Service of Princeton. Within the scope of this report one will find a general three year summary of the grant from the prospective of an independent evaluator, thus giving further credence and support to success claims made by Project and school district personnel.

Conclusions and Recommendations:

Based on almost four years of operation, Project REAL has (without exception) achieved every expectation set out in its pre-designed goals (see Appendix A). Actually, the Project far exceeded its creators' expectations in every area with unusual success noted in the area of community cooperation. However, perhaps the greatest achievement was the Project's ability to withstand (and grow) two years of very chaotic desegregation court ordered busing (Evans vs. Buchanan). This Project does meet the needs of an estimated 65% of the student body of each participating high school, and based on that conclusion it is recommended that REAL in a shortened, modified version be adopted on a statewide basis as per Statewide Plan (see Appendix B).

MAJOR ACTIVITIES AND EVENTS

Publicity:

Project REAL continues to receive extensive, positive publicity both within the local school area (III) and on a national basis. Perhaps the most outstanding tribute to this excellent program aside from the success of individual students was the receipt by the Project Coordinator of the 1980 Outstanding Experience Based Career Education Award from the National Experience Based Career Association (see Appendix C). This nomination and subsequent award is the greatest honor such a program could be given and farther indicates that this Project (REAL) should be validated for future national implementation.

Dissemination:

Project Real Breakfast

On May 21, 1980, the Third Annual REAL Breakfast was held and some two hundred community sites were represented. This was the largest turn out that REAL has held in its four year history and spoke well for both the Project and its participants (see Appendix C). Two special events highlighted the program: (1) Student speakers describing their many and varied experiences in REAL and (2) Presentation of individual recognition awards to adult community program participants.

Radio-TV, Newspaper and Newsletter Coverage

Throughout the four year history of the Project, a constant stream of valuable publicity has been beamed to the public regarding REAL and its many attributes. Perhaps the most successful publication was the REAL Newsletter (Appendix C) which was started by Project Coordinator, Wayne Hill, in late 1978. The newsletter has won several awards and has served as a constant link between the community sites and the participating schools.

Project REAL State Plan

As a result of interest expressed in and around the tri-state region, a statewide (Delaware) plan was developed by the Project Coordinator and submitted to both the New Castle County School District and the Delaware Department of Public Instruction. It is hoped that through the dissemination of this plan many local communities will be able to adopt a REAL type program (Appendix B).

PROBLEM AREAS

Desegregation

Most of New Castle County has been educationally re-developed (as of July 1, 1978) and is now known as the New Castle County School District as a result of a Unived States District Court order: Evans vs. Buchanan. This court order has presented several problems for the Project. First, it must be noted that the original grantee (the Newark School District) is and has been unable to implement some of its original policies regarding the Project due to the order. Second, based on the court order of 1978 and a recently passed (July 1980) State Legislative Bill (signed by the Governor), the future of the two year old district is in doubt as it may well revert into a four district system if the state law mentioned above is enacted. All of the above events have further created doubts and uncertainties among staff and administration.

Transportation

Related to the above desegregation problem has been the increasing problem of transportation. This problem identified as a potential trouble spot in the original proposal (1975) has come to fruition over the four year period. Project REAL requires, and has from its inception, that all students provide their own transportation. At the outset this was not wholly a major problem. However, throughout the 1978-1980 time frame both increasing gasoline costs, inflation, and local unemployment combined to severely limit participants in the program. In addition, students who were bused from the City of Wilmington (some 12-14 miles away) were totally unable to share in the benefits of the program as they would not have local transportation. The District fully recognizes the transportation issue as a major problem and with the Project REAL Community Advisory Board is working with administrators and students in order to develop long range alternative transportation methods.

DATA COLLECTION

Data collection and evaluation is the primary responsibility of the Educational Testing Service, the Project's independent evaluator. ETS's final public report for Project REAL is being submitted under separate cover. A copy of the initial final draft appears in Appendix A of this report so as to provide the reader with the initial report within the accepted time frame.

OTHER ACTIVITIES

Christiana Mall Show

On March 7th and 8th, 1980, Project REAL was invited to a Career Festival at one of the nation's largest shopping malls. Throughout the full two-day affair our booth was managed by all staff and many student participants. During the two-day event REAL received much acclaim for its audio-visual presentation, its photographic display and its brochures. All told, some two thousand brochures were given to persons who requested information about the Project (Appendix C).

Sex Equity Group

C. Wayne Hill, Project Coordinator, was invited to be a member of a special advisory group established by the College of Human Resources, University of Delaware. This advisory group is addressing the concern of sex bias, sex stereotyping, sex fair guidance programs in vocational education, and sex equity in non-traditional career roles. One goal of this group is to identify exemplary sex fair programs that can be incorporated into Experience Based Career Education and other programs like REAL. Additionally, programs designed to place emphasis on non-traditional careers will be implemented into the competency structures of programs like Project REAL.

STAFF DEVELOPMENT

Throughout the life of REAL, each summer was devoted to staff developmental workshops. These activities included

general career education workshops funded by the Project and, in some cases, the District. It must also be noted that career funding was aided by grants from the Delaware Department of Public Instruction (see Appendix B).

C. Wayne Hill
Project Coordinator

Date

APPENDIX A

THIRD PARTY EVALUATION/
FINAL REPORT SUMMARY

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Third-Party Annual Evaluation Report - Third Year
Relevant Experiences for Alternative Learning
Project REAL - Final Report

Educational Testing Service
Princeton, New Jersey

CAN No. 2031600
Project Grant No. J 02-76-00229 (502)

Title of Project: Relevant Experiences for Alternative Learning
Review Period: October 1, 1979 through June 1, 1980

SECTION I. INTRODUCTION

In 1977 the Newark (DE) School District (now New Castle County School District) was awarded a three-year contract from the U.S. Office of Education to implement an experience-based career education project subsequently referred to as Project REAL -- Relevant Experiences for Alternative Learning. As part of the terms and conditions of the contract Educational Testing Service (ETS) has been selected to provide third-party evaluation services for the project's third year of operation -- Fall 1979 to Spring 1980. This final report covers that period. ETS's specifications for the third-party were included as part of Newark's original proposal to the Office of Education. ETS received a formal letter of agreement (contract) from the district to provide these services on November 30, 1977.

Experience-Based Career Education Background

Experience-Based Career Education (EBCE) was conceptualized and initiated through the U.S. Office of Education. Following preliminary exploratory studies, four regional laboratories were selected by the National Insti-

tute of Education (NIE) to develop the EBCE concept into an alternative educational program for high school students. The New Castle County School District selected Northwest Regional Educational Laboratories EBCE project for implementation in the district. Northwest's EBCE project has essentially three broad characteristics:

1. The project is student-centered and stresses personalized learning experiences for participating students.
2. The focus of student learning processes is community based.
3. Instructional experiences of an academic nature are integrated with career development experiences.[1]

The curriculum content for Project REAL is individualized on the basis of each student's unique personal goals and educational needs. Project staff are guided in the development and preparation of individual student learning plans by the following major curriculum components:

I. Life Skills

- Creative development
- Critical thinking
- Personal/social development
- Science
- Functional citizenship

II. Basic Skills

- Reading
- Written and verbal expression
- Mathematics

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[1] National Institute of Education, Education and Work Program OE/DHEW, A Comparison of Four Experience-Based Career Education Programs, 1976.

III. Career Development

- Career knowledge and interests
- Employability skills
- World of Work[1]

Project REAL Goals

The goals of Project REAL as contained in the proposal to the U.S. Office of Education are:

Goal A: Providing the overall management and support staff for the program

A1: Establishing an advisory board to function in the areas of program planning, governance and community relations

A2: Developing a management plan for each year of operation

Goal B: Developing the necessary instructional and curriculum materials for approximately 60 students for the first year of operation

B1: Establishing a network of community sites in which student learning activities will take place

B2: Implementing EBCE curriculum materials in three high schools that relate community learning activities with the three program context areas: Life Skills, Basic Skills and Career Development

Goal C: Evaluating student process and student outcome data

C1: Developing and implementing an evaluation design that provides for student outcome evaluation, process evaluation, summative evaluation and side effects evaluation

Goal D: Developing alternative strategies for demonstrating and disseminating Project REAL materials through Delaware

D1: Providing consultant services and appropriate materials to districts interested in implementing Project REAL

D2: Providing dissemination of Project REAL information through graduate career and vocational education courses offered at the University of Delaware.[1]

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[1] Newark, Delaware, A Proposal for the Implementation of North West Regional Education Laboratories EBCE Model, 1976.

Scope of Evaluation

The scope of the evaluation of Project REAL for the school year 1979-80 will include the extent to which:

(1) Project REAL has been implemented in accordance with its proposal.

(2) Student process objectives and product outcomes have been attained.

(3) Assurances specified by the U.S. Office of Education have been achieved.

The subsequent sections of the Final Evaluation Report present discussion of the findings of Project REAL's third evaluation.

SECTION II. PROJECT REAL STUDENT OUTCOME EVALUATION QUESTIONS

A. Have Project REAL Students Maintained Their Performance Level in the Basic Skill Areas?

The basic premise of Project REAL is that project students will perform in the basic skill areas as well as students enrolled in traditional high school programs. Analysis of the data collected indicates that student performance improved in all basic skill areas measured.

Employing a pretest-posttest design, the California Achievement Test (CAT) was administered to all project students. Assessment of student performance was determined using the CAT national norming sample as the comparison group. National Curve Equivalent scores were computed between the experimental groups pretest-posttest mean scores. Mean scores, standard deviations, and score gains are displayed in Table 1. The data reveal that for each of the basic skill areas measured, the posttest mean score was higher than the pretest mean score. Scores in Mathematics showed a substantial increase.

Table 1

CAT Pretest-Posttest (NCE) Scores for Project REAL

	Pretest			Posttest		NCE Gain
	N	X	SD	X	SD	
Reading (Total)	35	56.17	18.11	60.69	16.16	4.52
Language (Total)	35	57.69	17.64	60.54	15.18	2.85
Mathematics (Total)	34	53.53	18.53	67.44	17.87	13.91
Reference Skills	19	59.84	14.91	66.89	10.95	7.05

Note that CAT scores are reported in Normal Curve Equivalents (NCE's). Project REAL students showed score gains in each of the four areas tested. In interpreting scores as expressed in NCE's, any gain from fall (pretest) to spring (posttest) is considered positive because of the relationship between NCE'S and percentile ranks.*

B. Have Project REAL Students Maintained Their Performance Level in the Career Decision Making Skills and Employment Seeking Skills Areas

The Career Skills Assessment career decision-making skills and employment seeking skills measures were administered on a pretest-posttest basis to project students. No comparison group was used.

Table 2 displays mean posttests scores and standard deviations for project students.

Table 2

CSAP Pretest-Posttest Scores for Project REAL Students

	Pretest			Posttest		Score Gain	t Value
	N	X	S.D.	X	S.D.		
Career Decision-Making Skills	23	43.57	9.78	41.91	11.92	-1.66	.161
Employment Seeking Skills	23	54.96	7.22	56.04	7.78	1.08	.225

Neither the slight increase in scores on the Employment-Seeking Skills test nor the slight decrease in Career Decision Making Skills is statistically significant as measured by the application of a t-test of significance.

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* See CAT Norms Tables, CTB/McGraw-Hill, 1978.

C. What Are the Opinions of Project REAL Learning Managers and Community Instructors About Project Students?

Project REAL learning managers and community instructors expressed average to high opinions about personal and career development attributes of project students. When asked to rate students on specific career and personal development attributes, Table 3 illustrates that Project REAL learning managers consistently reported that students demonstrated positive employment related attitudes and a desire to apply the knowledge and skills learned in the area of career development.

Please note that statements 13, 14, and 15 in the questionnaire are stated negatively; therefore the mean scores of 3.82, 3.33, and 3.44 respectively indicate relatively positive performance. As illustrated in Table 4, community instructors indicated that students are not disruptive on the job, take initiative in taking on a project, ask questions when a problem occurs, and take pride in their work. Community instructors responses to item number eight indicates consistent agreement in the community. These data indicate that project students do not resent receiving directions on the work-site.

One-hundred percent of the community instructors surveyed indicated they would recommend that other employers become involved in Project REAL. Furthermore, 63 percent reported that all students should participate in Project REAL regardless of their career or educational plans with 26 percent reporting that only those students whose career or educational plans are uncertain should participate. Eleven percent responded by indicating that Project REAL should only be open to students who expect to get a job immediately after high school graduation.

Table 3

PROJECT REAL LEARNING MANAGER'S RATING SCALE

1 This describes the student perfectly	2 This is true most of the time	3 Sometimes this is true of the student	4 This is not usually so	5 The student is not like this at all

		$\bar{X}$	S.D.
1.	Pays attention to good grooming and dresses appropriately for community site.	2.20	1.24
2.	Shows responsibility in completing assigned tasks.	2.58	1.28
3.	Is punctual and meets deadlines.	2.64	1.30
4.	Shows an interest in learning about careers.	2.11	.98
5.	Relates abilities, values, and needs to career options.	2.27	1.14
6.	Relates level of education required to career options.	2.31	1.20
7.	Uses appropriate resources to gather career information.	2.24	1.19
8.	Is cooperative and willing to listen to advice.	2.44	1.12
9.	Follows required project procedures and policies.	2.51	1.31
10.	Applies decision-making skills in the selection of career opportunities.	2.33	1.19
11.	Makes realistic plans about future career goals.	2.47	1.22
12.	Is motivated to want to work and expend effort.	2.64	1.38
13.	Shows difficulty in communicating with adults on the telephone.	3.82[1]	.98
14.	Requires close supervision.	3.33[1]	1.33
15.	Shows little pride in work and rushes through assignments.	3.44[1]	1.12

N=45

---

[1] Stated negatively. The high mean scores indicate relatively positive performance.

Table 4

PROJECT REAL COMMUNITY INSTRUCTORS RATING SCALE

1 This describes the student perfectly	2 This is true most of the time	3 Sometimes this is true of the student	4 This is not usually so	5 The student is not like this at all

		$\bar{X}$	S.D.
1.	Shows some initiative in taking on a project.	2.42	1.39
2.	Can't get to community site on time.	4.16[1]	1.07
3.	Shows interest in learning more about the career or occupation.	2.42	1.02
4.	Asks questions if problems come up.	2.32	1.34
5.	Is often absent from the community site.	4.67[1]	.59*
6.	Has to be told what to do every minute or can't keep busy.	3.95[1]	1.18
7.	Shows some pride in their work and doesn't just rush through to get it finished.	1.89	1.10
8.	Resents receiving directions from community instructor.	4.79[1]	.42
9.	Wastes time on the community site.	4.21[1]	.98
10.	Dresses appropriately for community work site.	1.37	.83

11. Would you recommend that other employers become involved in Project REAL?

    100% Yes N=19

    _____ No

12. If sufficient community sites were available, would you recommend that all students participate in project REAL?

    63% Yes, all students should participate in Project REAL regardless of their career or educational plans.

    26% No, only those students whose career or educational plans are uncertain.

    11% No, only those students who expect to get a job immediately after high school graduation.

---

[1] Stated negatively. The high mean scores indicate relatively positive performance.

*N = 18 for Item 5. One student was not rated on this item by instructor.

Findings:

The findings of Project REAL's student outcome evaluation are:

1. Project REAL students mean posttest scores were higher than their mean pretest scores in each of the following basic skills areas:
   1.1 Reading
   1.2 Language
   1.3 Mathematics
   1.4 Reference Skills
2. Project REAL Learning Managers held average to high opinions of project students on a variety of personal, employment and career related dimensions.
3. Community instructors consistently have average to high opinions of Project REAL students employment and career related characteristics.
4. One-hundred percent of the community instructors surveyed recommended that other employers become involved in Project REAL with 63 percent responding that all students should become involved in the project.
5. Measurement of student outcomes as reflected by scores on the Career-Decision Making Skills and the Employment Seeking Skills measures from the CSAP battery showed no significant differences in a pretest - posttest design.

Conclusions:

1. Project REAL students obtained the anticipated level of performance in all the basic skill areas measured when compared to a national norming population. Their performance in Mathematics was especially positive.
2. Learning managers and community instructors consistently rated Project REAL students average to high on a variety of personal,employment and career related dimensions.

General conclusions about the impact of Project REAL on students in the basic skills and career education areas must be weighed carefully in regard to the organizational and educational climate in the Newark School District during the past several years.

Reactions to court-ordered district reorganization and desegregation plans were apparent in student boycotts and other general disruptions to normal school operations, staff uncertainty about teaching assignments and feelings of concern about future organizational patterns. Although the district appeared to be operating as it had in the past, uncertainty about the future of the district was perceived by students and staff alike. Ultimately, the anxiety associated with this situation was one of the underlying factors that precipitated a six week teacher strike in the Fall, 1978. The tensions created by desegregation, and the teacher strike had a negative impact on teacher and student morale that continued through the 1979-80 school year. In spite of these disruptions, the results of Project REAL's student process evaluation indicate that the staff and the students moved forward with a meaningful program in 1979-80.

Recommendations

The following are the recommendations for this section of the evaluation report:

1. Continued attention should be directed at facilitating the assimilation of project REAL into the emerging reorganizational pattern while maintaining its alternative educational structure.
2. Continued attention should be directed at identifying specific content areas of the student assessment program in which individual students tended to perform less well than anticipated.
3. Based on the results of the previous analyses, instructional modules should continue to be prepared and implemented by Project REAL's staff in each of these content areas.

SECTION III. PROJECT REAL STUDENT PROCESS EVALUATION QUESTIONS

A. Have Project REAL Students Been Placed in Community Exploratory and Project Learning Activities?

Project REAL program specifications require that students complete at least eight exploratory experiences and four projects per year. Career exploratory experiences are three-to-five days in length during which time students interact with adult members of the work force in occupations of interest. Projects are longer in length, typically spanning three to five weeks and provide the opportunity for students to study occupations of particular interest to them in depth. Projects are individualized and incorporate academic as well as occupationally related areas. Both exploratory and project experiences are characterized by direct student contact with the tools, materials and other resources commonly found in community worksites.

The data collected from Christiana and Newark High Schools indicated that students achieved the target criteria set for the completion of exploratory and project experiences. Students completed an impressive number of explorations (188) and projects (121).

B. Have Project REAL Students Been Awarded Credit Toward a High School Diploma for Successful Completion of Program Activities?

The Delaware State Board of education and the New Castle County School District have established guidelines regarding the award of credit toward a high school diploma for students pursuing alternative secondary education programs. The State Board of Education and the New Castle County School District require a minimum of 18 approved credits to be awarded a high school diploma.

Credits earned through the REAL Program as a result of a community experience may be comparable to credits earned by work-experience students. A student involved in the REAL Program for two full years could apply a maximum of 3 elective community credits each year and thus earn a total of 6 credits which could be applied toward graduation. In most instances, however, REAL students would earn 2 credits per year in elective community credits.

Project REAL staff developed and distributed to students and their parents guidelines for the award of credit for participation in the project. ETS staff reviewed these guidelines, supportive forms, and other documents and monitored their use. Although each of the project sites have particularized guidelines for awarding credit, there was a high degree of consistency among the sites in applying the guidelines.

C. Has Project REAL Implemented Sex-Fair Guidance, Placement, Counseling and Follow-up Services?

Project REAL has prepared a comprehensive plan for dealing with sex bias and sex discrimination issues that relate to the project. The plan includes:

- Staff development activities to familiarize staff with sex bias and sex discrimination issues in career education.
- Strategies and procedures for dealing with these issues on a student level.
- Student process objectives in guidance and counseling.
- Guidelines for the selection of non-textbook materials.
- Guidelines for dealing with controversial instructional materials.
- Checklist for evaluating materials for racial and sex discrimination.

The comprehensive plan for treating sex bias and sex discrimination issues was developed late in the Spring of 1977 and was implemented in the project's third year of operation.

D. Has Project REAL Implemented a Student Assessment Program?

Project REAL has implemented a student assessment program in the basic skill areas and career development. The California Achievement Test (CAT) and the College Board's Career Skills Assessment Program (CSAP) test battery were administered to incoming project students. The test results were used by project staff in developing individualized learning plans (i.e. projects, explorations, etc.) for students. The subtests covered by the CAT include:

1. Reading
2. Language
3. Mathematics
4. Reference Skills

Interpretation of test scores for instructional use is based on comparison with the CAT national norming sample. In those instances when students score below the 50th percentile in a particular basic skill area, individual learning plans are prepared to offer students special instruction in this area.

Findings

The findings of Project REAL's student process evaluation are:

1. Project REAL students completed the required number of exploratory experiences and projects.
2. Policies, procedures, and guidelines for grading and the award of credit toward a high school diploma are well-structured and functional.
3. Project REAL students have been placed in a broad array of community work experiences.
4. A comprehensive plan for dealing with sex bias and sex discrimination issues that relate to Project REAL students has been prepared and implemented.
5. A placement and follow-up system has been developed.
6. A student assessment system has been implemented in the basic skill areas and career education.

Conclusions

Conclusions drawn from Project REAL's process evaluation section are:

1. Project REAL has achieved its student process goals and objectives as outlined in its proposal and as specified in its management plan. These include placing students in a broad array of community work sites, implementing a comprehensive student assessment system, providing students with instructions in the area of sex bias and sex discrimination and awarding students credit for participation in the project.

Recommendations

The following are the recommendations for the 1980-81 school year for this section of the evaluation report:

1. Project REAL should continue to improve the system of gathering followup information on students and keep appropriate records.

2. Project REAL should continue to use basic skills tests and career skills tests in a counseling mode to help students in areas where they tend to score poorly.
3. Project REAL should administer the CSAP Employment Seeking Skills Test and the Career Decision-Making Skills Test to all project students on a pretest-posttest basis to obtain an indication of student growth in these areas.

SECTION IV. PROJECT REAL MANAGEMENT PROCESS QUESTIONS

A. Has an Overall Project Management Plan Been Developed and Implemented? The director of Project REAL has prepared and implemented a management plan that includes the following elements:

- Goal Statements: A description of the broad goals of Project REAL.
- Objectives: A description of the objectives related to each of the broad goal statements.
- Activities: A description of the activities designed to accomplish the stated goals and objectives.
- Completion Dates: The anticipated start and completion dates for accomplishing each of the stated goals and objectives.
- Resource Allocation: A description of the human and financial resources allocated to each of the goal and objective areas.
- Person(s) Responsible: The name(s) of the person(s) responsible for undertaking project activities.

Analysis and review of the management plan indicates that project goals and objectives have been linked to proposed project activities, start and completion dates have been established for each of these activities, and financial and human resources have been referenced to each of the project activities.

B. Has Parental Approval for Participation in Project REAL and the Third-Party Evaluation Been Collected for Each Student in the Project?

Parents of students expressing an interest in participating in Project REAL were informed concerning the requirement for prior parental approval for students by mail and during an orientation session. A checklist procedure was developed and implemented by the project's staff to insure that parental approval was secured prior to student participation. Student folders were prepared that contained the following forms: parental permission, insurance, accident, and transportation.

C. Have Provisions Been Implemented to Guarantee the Safety and General Well Being of Project REAL Students?

Insurance protection for Project REAL students was provided through student participation in the Newark School District's insurance plan or through individual family coverage. Students utilizing private vehicles for transportation to and from school and community work sites were also required to demonstrate adequate insurance protection for themselves, the vehicles and passengers. Students transported on District owned and operated vehicles were covered through the District's insurance plan. Also, liability insurance protection for employers involved in Project REAL was provided by the District.

Project REAL on-site community work activities were of the non-paid variety and were designed to be in compliance with the child labor provision of the Fair Standards Act. Also, a copy of Project REAL's proposal was submitted to the Area Director of the Department of Labor to inform him of the Director of Newark's intentions in implementing Project REAL.

D. What Was the Nature and Extent of Project REAL Staff Development Activities?

A variety of staff development activities were organized by Project REAL's director. These include such activities as:

1. Developing a program description booklet for Newark High School's project.
2. Preparing a dissemination plan for informing community groups about the project.
3. Refining of basic competencies procedures.
4. Redesigning sound/slide presentation and related orientation materials.
5. Revising all project forms, and so on.
6. Evaluating existing community work sites and identifying new sites.

E. Has the Necessary Project Staff Been Employed in Keeping with the Project's Proposal?

The following personnel have been employed and are present at each of the three Project sites: one learning manager, one community coordinator and one clerical assistant. A full-time project director has also been employed and is located in Newark School District's central office. Each of the staff has been provided with a job description listing the appropriate tasks, roles and responsibilities. A personnel review procedure has been implemented to ensure periodic evaluation of all Project REAL personnel.

F. Has a Project REAL Advisory Board Been Established?

For the past five years the Newark School District has maintained an external career education advisory council that was established as part of the district's involvement in the Career Educational Instructional Systems Project. The council meets monthly and its membership includes representatives of business, industry, state and local governments, state education agencies, and a variety of professions as well. The purpose of the council is to advise the superintendent on broad areas of concern in the field of career education and to establish a basis for community support. Because the council continues to meet on a regular basis, a decision was made in early September, 1979 to form a subcommittee or task force of the council as an advisory board to Project REAL.

G. To What Extent was Project REAL Implemented as Planned?

Learning Centers: Learning centers have been established as planned in each of the Project REAL sites. These centers are located in classrooms and have sufficient desks, file cabinets, audio-visual, duplicating equipment and other materials and supplies to allow the center to function as a self-contained unit.

Transportation: Transportation of Project REAL students to and from worksites appears to have been somewhat of a problem. Unlike other experience-based career education projects, Project REAL requires that students make arrangements for their own transportation. However, although staff and students did not report this as a major problem, it may be a self-limiting mechanism that prevents expansion of Project REAL in those instances where public or private transportation may not be available to some students wishing to enroll in the project.

Community Work Sites: The staff of Project REAL have identified in excess of 300 community work sites. The work experiences found in these sites represent a broad array of jobs and job clusters spanning the 15 job clusters classified by USOE.

H. What Were the Opinions of Project REAL Students About the Project?

REAL students were administered Northwest Regional Education Laboratory's End-of-Year Questionnaire in early June, 1980. The results of the questionnaire administration are found in Appendix B.

The results of the questionnaire indicate that 24 percent of the students planned to seek employment and 62 percent planned to enroll in postsecondary education following graduation. Ten percent indicated plans for entering the military or apprenticship training after graduation. The majority of students seeking further education planned to enter four or two year colleges. Thirty-four percent had plans to enter a four year college or pursue education beyond a baccalaureate degree.

Most of the students reported knowing the steps for obtaining employment after graduation and indicated that the most influential factor in assisting them in making a career choice was their "experience in observing, or trying out jobs."

Students also reported that the REAL Project was very helpful in assisting them to:

1. understand more about themselves
2. develop their own creativity
3. learn how their interests and abilities fit into potential careers
4. learn what to look at when considering a job
5. learn how to find and keep a job
6. improve their oral and communications skills
7. know what level of basic skill proficiency is required in the jobs that interest them

8. gain confidence in their ability to apply basic skills to complete tasks and to solve problems
9. communicate comfortably with adults
10. take responsibility for their own actions
11. become more open to ideas and values different from their own
12. use information obtained through direct experience in making decisions
13. feel prepared to accept adult responsibilities

Project REAL Site Characteristics

ETS administered the Implementation Site Essential Characteristics Checklist prepared by NWREL's experience-based career education staff to assess Project REAL's site characteristics. The findings of the Checklist indicate that Project REAL:

- provided individualized instruction to students
- utilized community resources as a basis for instruction
- built on career related activities of adult members of the work force
- represented a comprehensive and integrated educational program
- focused primarily on the career development of students

Comparison between these broad findings and Project REAL's first year proposal and its management plan indicate that Project REAL exhibits the essential characteristics of an experience-based career education project.

Findings:

The findings of the Project REAL management process evaluation are:

1. Project REAL has developed and implemented a project management plan.
2. Parental permission for student participation in Project REAL and evaluation activities was secured prior to start of project.
3. Insurance provisions have been provided to assure the safety of project participants.
4. A comprehensive staff development plan has been prepared and implemented.
5. Project staff have been employed consistent with management plan and project proposal.
6. A Project Advisory Board has been established and meets on a regular basis.
7. Project staff and students hold high opinions about the REAL Project.

Conclusions:

The overall conclusion of the Project REAL management process evaluation is that Project REAL has been implemented consistent with the project's proposal and management plan. A review of the Implementation Site Essential Characteristics Checklist reveals that Project REAL has in operation those activities that are essential to an experience-based career education project.

APPENDIX A

EVALUATION PLAN--PROJECT REAL

The evaluation plan for Project REAL's third year of implementation is contained in this document. The plan includes evaluation questions that will be addressed to determine the extent to which:

- Project REAL has been implemented in accordance with its proposal.
- Student process objectives and product outcomes have been attained.
- Assurances specified by the United States Office of Education have been achieved.

The evaluation plan is presented in three parts. Part A of the plan lists questions related to student outcomes; Part B contains questions about student process objectives; and Part C specifies questions linked to project management tasks. Specifically the format of the plan is as follows:

- Evaluation Questions: A description of the topic or area evaluated in three broad areas:

  Part A - Student Outcome Evaluation Questions
  Part B - Student Process Evaluation Questions
  Part C - Management Process Evaluation Questions

- Data Source: Lists data sources that will be used to provide information about each evaluation question. A list of the data sources and code numbers is presented in Appendix A, Documents Checklist.

- Time Data Collected: Data collection time frame by Fall, Winter or Spring.

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- Evaluation Design: Specific type of design to be used:
  - -Formative
  - -Summative
  - -Pretest/Posttest; Posttest only
- Analysis: Describes the type of analysis to be used, such as norm group comparison, analysis of variance or covariance and so on.
- Target Criteria: A description of the criteria or standards to be used to assess whether or not the evaluation question has been answered in the desired direction.
- Sample: The sample (or population) of subjects or documents to be analyzed.

Because Project REAL is in its formative stage of development and implementation, the evaluation plan must also be used and interpreted with a measure of flexibility. Unknown factors and events will most assuredly temper some of the plan's specifications. The preparation of the plan has included discussions with the director of Project REAL to assure that its specifications are consistent with the overall project as interpreted by Educational Testing Service (ETS), and further that the criteria established to weigh accomplishments are realistic in light of the allocation of resources. Project REAL's evaluation plan was approved by the project's director on February 17, 1977.

The subsequent part of this document presents Project REAL's evaluation plan for its first year of operation.

APPENDIX A (CONT'D)

Evaluation Plan--Part A

Project REAL Student Outcome Evaluation Questions

Student Outcome Evaluation Questions	Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
1. Have students maintained their performance level in the following basic skills areas? a. Reading Vocabulary b. Reading Comprehension c. Spelling d. Language Mechanics e. Language Expression f. Mathematics Computation g. Mathematics Concepts and applications h. Reference Skills i. Science j. Social Studies	D-22 Comprehensive Test of Basic Skills Sub-scales 1-10	Fall and Spring; Mid-year for first year of project implementation	Summative Pre-Post O X O	Norm group Comparison using $\bar{x}$ scores and percentile statistics	Students should perform as well as national norm group	Total population of project REAL students
2. Have students improved in their knowledge of career decision making skill?	D-21 Career Skills Assessment Program	Fall and Spring; Midyear for first year of project implementation	Summative Pre-Post O X O O O	Analysis of variance or covariance; with comparison-group, if available	Statistically significant F-ratio favoring the treatment group ($p \leq .05$, one-tailed test)	Total population of project REAL students; 100-150 comparison group students
3. Have students improved in their employment seeking skills?	D-21 Career Skills Assessment Program	Fall and Spring Mid-year for first year of project implementation	Summative Pre-Post O X O O O	Analysis of variance or covariance; with comparison group if available	Statistically significant F-ratio favoring the treatment group ($p \leq .05$, one-tailed test)	Total population of project REAL students; 100-150 comparison group students

Evaluation Plan--Part A

Project REAL Student Outcome Evaluation Questions

Student Outcome Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
4. Have students demonstrated successful completion of at least seven of the following 13 competencies:	[illegible]-18 Competencies Record	Spring	Summative Post-test	Number and percentage of students meeting target criteria	100% of project REAL students successfully completing 7 competencies	Total population of project REAL students
*1. Transact business on a credit basis. Maintain a checking account in good order.						
*2. Provide adequate insurance for self, family and possessions.						
*3. File state and federal income taxes.						
*4. Budget time and money effectively.						
5. Maintain the best physical health, and make appropriate use of leisure time.						
6. Respond appropriately to fire, police and physical health emergencies.						
7. Participate in the electoral process.						
8. Understand the basic structure and function of local government.						
*9. Explain your own legal rights and responsibilities.						
*10. Make appropriate use of public agencies.						
11. Make application for employment and successfully hold a job.						
*12. Operate and maintain an automobile						

* To be completed Spring 1977

Figure 1. Evaluation Plan--Part B

Project REAL Student Process Evaluation Questions

Student Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
5. Have students been placed in the work place in exploratory and learning level activities?		Spring	Summative Post-test	Frequencies, percentages; comparison between three project REAL high schools	100% of project REAL students placed in 3 exploratory experiences and 2 or more learning level activities	Total population of project REAL students
a. How many students within each of the project schools have been placed in exploratory and learning level activities?	D-29 Exploration Guide D-9 Project Form (Learning levels)					
b. In what job categories or clusters were the students placed?					Distribution across 15 OE job cluster	Ditto Above.
c. How many students were placed in each of these categories or clusters?	D-23 Process Evaluation Form					
d. Did the exploratory and learning level activities allow the students to interact with adult members of work force?					100% of project REAL students interacted with adults	Ditto Above.
e. Was instruction provided the students regarding possible sex biases or sex stereotyping in the job?	Interviews				100% of project REAL students provided instruction	Ditto Above.
f. Were the necessary prerequisite and follow-up procedures and forms associated with job placement completed by all the parties involved?					Student folders contain all the prerequisite forms (See Documents list)	Ditto Above.

Evaluation Plan--Part B

Project REAL Student Process Evaluation Questions

Student Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
6. Was credit toward a high school diploma granted for successful completion of program activities? a. Have guidelines and policy statements been developed for awarding credit toward a high school diploma? b. Are the guidelines and policy statements being consistently applied among the three project sites? c. Have students, parents and school personnel been made aware of the statements? d. Have forms been developed for recording credits?	D-23 Process Evaluation Form D-9 Project Form D-19 Student Planning Form D-30 Student Report Cards	Spring	Summative Post-test	Review of crediting policy and procedures. Comparative analysis between planned and actual implementation of procedures.	100% of students sampled shall have successfully been awarded credit toward a high school diploma based upon project REAL experiences	Random sample of 50% of students at each school site

Evaluation Plan -- Part B

Project REAL Student Process Evaluation Question

Student Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
7. Have sex-fair guidance, counseling placement and follow-up services been implemented? a. Have process and measurable student outcome objectives for sex-fair guidance and counseling been developed? b. Has a student follow-up plan been developed and implemented to account for the placement of each student who graduates from high school or drops out of the project?	D-26 Process Evaluation Form D-26 Management Plan Project Records	Spring	Formative	Comparative analysis between planned and actual implementation of sex-fair guidance, counseling, placement and follow-up services.	100% of process and outcome objectives related to sex-fair guidance and counseling will be implemented according to the plan. 100% of student follow-up sample will be accounted for.	100% of process and outcome objectives. Random sample of 50% of students at each school site

Evaluation Plan--Part B

Project REAL Student Process Evaluation Questions

Student Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
8. Has a comprehensive student assessment program been identified, implemented and utilized? a. Have individualized learning plans been prepared for project REAL students? b. Did the individualized learning plans provide for instruction in life skills, basic skills and career development?	D-17 Certification Form D-18 Competencies Record D-19 Student Planning Form D-29 Project REAL proposal On-site visits D-1 FBCE Essential Characteristics Checklist D-2 FBCE Process Checklist Student Folders	Spring and Fall	Formative	Descriptive analysis of student assessment program. Comparative analysis between planned and actual implementation. Content analysis of learning plans.	Assessment information provided to staff shall include: (1) career development, and (2) basic academic skills data. 100% of plans reviewed shall have provisions for individualized instruction. 100% of plans reviewed shall include instruction in each of the following areas; life skills, basic skills and career development.	Random sample of 50% of students at each school site

Figure 1. Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
9. Has an overall project management plan been developed and implemented? a. Have project goals and objectives been linked to planned project activities? b. Have start and completion dates been established for each of the planned project activities? c. Have financial and human resources been referenced to each of the planned project activities?	D-26 Project REAL Management Plan D-23 Process Evaluation Form	Fall Winter Spring	Formative	Verification of development and implementation of management plan. Comparative analysis between planned and actual management activities.	Management plan shall be developed and implemented in accordance with specification i.e. evaluation questions. 100% of management activities analyzed will be implemented according to plans unless adequate documentation for changes is present.	Random sample of 25% of management activities investigated in depth.

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
10. Has parental approval for participation in project REAL and evaluation been collected for each student in the project?		Winter 1977 Fall for successive years	Summative Post-test	Frequencies, percentages of presence of parental permission forms	100% of project REAL students have signed parental permission forms in folders	100% of project REAL students
a. Have parents been informed concerning the requirement for prior approval?	D-4 Insurance, Transportation and Accident Form					
b. What procedures were developed to insure that parental approval was secured prior to participation?	Parents' Letter					
c. Does each student participating in the project have a completed permission slip (signed by parent(s)) in his or her individual folder?	Students' Folders					

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
11. Have provisions been implemented to guarantee the safety and general well-being of the students? a. Has adequate insurance been provided for by the Newark School District and/or the student to cover him or her while being transported to and from the work site as well as on-site work related activities? b. Regarding on-site work related project activities, are these activities conducted within the provisions of the Fair Labor Standards Act? c. Do participating employees meet the provisions of the Occupational Safety and Health Act? d. Have procedures been implemented from the appropriate Area Director to insure cooperation and advise of the Wage and Hour Division of the U.S. Department of Labor?	D-3 Indemnity Insurance Policy D-4 Insurance, Transportation and Accident Form D-6 Employer's Agreement Form D-8 Learning Site Analysis Form D-20 Employee Interview Schedule D-26 Project REAL Management plan Project correspondence	Spring	Summative	Comparison between planned and actual activities related to student safety and well-being. Review of project correspondence to document recommended procedures.	100% compliance with specified assurances i.e. questions 1-4	Not Applicable

Evaluation Plan--Part C

Project REAL Management Process Evaluation Question

Management Process Evalution Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
12. What was the nature of Project REAL staff development activities? a. How many central office and project REAL staff participated in staff development activities? b. Was a comprehensive plan been developed for staff development during the current fiscal year? c. How many, and at what times, have staff development meetings been held? d. What topics, and who were the presenters, at each of these meetings? e. What were the participants opinions about the value and effectiveness of these meetings? f. Was a procedure been developed for collecting information from staff about the need for additional staff development activities?	D-25 Management Plan D-23 Process Evaluation Form Staff Development Plan Meeting agenda Interviews with project REAL staff	Spring and Fall	Formative	Comparative analysis between project plans and actual staff development activities. Review of staff development agenda (s) Content analysis of staff development plan.	100% of project REAL staff should be involved in 4 or more staff development activities. A comprehensive staff development plan should be available and evidence to suggest its implementation. Staff development follow-up procedures should be developed and implemented. Staff input into development activities should be present.	100% of project REAL staff

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
13. Have the necessary project staff been employed in keeping with the project's proposal?		Spring Fall	Summative	Comparison between management specifications and actual distribution and allocation of staff.	100% Agreement between planned and actual distribution and allocation of staff.	100% of project REAL staff.
a. Has a full-time project director/ manager been employed to supervise the overall operation and direction of the project?	D-25 Project REAL Management plan D-26 Staff job descriptions D-23 Process Evaluation Form					
b. Have the prerequisite number of learner managers been employed?						
c. Have the prerequisite number of community coordinators specialists been employed?						
d. Have all employees been provided with a description of their roles and responsibilities?						
e. Were employees distributed among the three project sites according to the proposal?						
f. Has a personnel review procedure been implemented to ensure periodical evaluation of all project REAL personnel?						

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
14. Were guidelines established and used for screening project materials for sex bias and sex stereotyping?		Mid-Spring	Formative Post-test	Review by panel of judges to assess the presence of sex bias and sex stereotyping in materials.	Sex bias and sex stereotyping shall be absent from 100% of project materials reviewed	Random sample of 25% of project REAL curriculum and instructional materials.
a. How were the guidelines developed?	D-23 Process Evaluation Form Project guidelines, policy statements, procedures, etc					
b. What materials were screened?						
c. To what extent were the materials modified, and how?						
d. What procedures were developed to insure that all project materials are subject to the screening process?	Curriculum and instruction materials					

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
15. Has the project REAL advisory board been established? a. Who are the members? b. Were guidelines and policy statements developed for the operation of the board? c. Did the advisory board meet on a regular basis? d. What topics and problems were covered by the advisory board? e. Was an agenda published prior to the meeting time? f. Were meeting minutes prepared following each meeting? g. What decisions did the advisory board make that resulted in indirect or direct modifications to the project REAL?	D-26 Project REAL Management Plan D-25 Advisory Board Minutes D-24 Side Effects Evaluation Form D-21 Process Evaluation Form D-24 Side-Effects Evaluation Form	Spring	Formative	Review of board minutes and agenda (s) Comparative analysis between planned and actual implementation of advisory board.	Advisory board established and operating in accordance with management plan specifications.	100% of Advisory board minutes and agenda (s).

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
16. To what extent was the REAL project implemented as planned?	D-23 Process Evaluation Form On-site Visits D-28 Project REAL proposal D-20 Employee Interview Schedule D-8 Learning Site Analysis Form D-9 Project Form D-10 Skill Development Record D-11 Learning Self Assessment D-14 Accountability Contract	Spring and Fall	Formative			
a. Were the necessary physical facilities available (file cabinets, desks, audio-visual equipment, furniture and so on) at each of the three project sites?				Narrative description of facilities and resources available to staff and students at each site.	Sufficient allocation of physical facilities to accomodate staff and students.	100% of project REAL sites i.e. Newark, Glasgow and Christiana High School's
b. Were learning centers established at each site?						
c. Were the facilities appropriate in terms of space allocation for intended student population?						
d. Was adequate transportation provided for each student?				Percentage of students arriving on work sites on time	90% of students arriving at work site on time.	Random sample of 50% of students at each school site
e. Were sufficient community resources (community work sites) recruited and utilized to meet student learning objectives?				Ratio of students to community work sites	100% of students placed in explanatory and learning level activities	Ditto Above
f. Were individual folders prepared for each student in the project and do they contain the specified records?				Review of individual folders	100% of folders reviewed contain specified records	Ditto Above
g. Were curricula adapted, adopted or otherwise developed and implemented to meet individualized students needs plans and expectations?				Content analysis of curricula and students' project plans.	Curricula shall be consistent with individual students needs, plans and expectations.	Ditto Above

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Documents Checklist-Project REAL

	Document	Source	Location
D 1.	EBCE Essential Characteristics Checklist	ETS	ETS
D 2.	EBCE Process Checklist	ETS	ETS
D 3.	Indemnity Insurance Policy	PD	CF
D 4.	Insurance, Student Transporation and Accident Form	S;PD	SF*
D 5.	Employer's Card	CC:E	SF
D 6.	Employer's Agreement Form	E	SF;EF
D 7.	Maintenance Visit Record	CC	SF
D 8.	Learning Site Analysis Plan	CC	SF
D 9.	Project Form	LM;S	SF*
D 10.	Skill Development Record	S	SF*
D 11.	Learning Self Assessment	S	SF*
D 12.	Sign-in sign-out Sheet	S	SF
D 13.	Discipline/Accountability Letter	S;P LM	SF*
D 14.	Accountability Contract	S;LM	SF*
D 15.	Student Questionnaire	S	SF*
D 16.	Weekly Time Report	S	SF*
D 17.	Certification Form	E	SF*
D 18.	Competencies Record	CC	SF*
D 19.	Student Planning Form	S	SF*
D 20.	Employer Interview Schedule	ETS	ETS
D 21.	Career Skills Assessment Program	S;ETS	ETS
D 22.	Comprehensive Test of Basic Skills	S;ETS	ETS

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Document	Source	Location
D 23. Process Evaluation Form	ETS	ETS
D 24. Side Effects Evaluation Form	ETS	ETS
D 25. Advisory Board Minutes	PD	CF
D 26. Project REAL management plan	PD	CF
D 27. Staff Job Description	PD	CF
D 28. Project REAL Proposal	PD	ETS;CF
D 29. Exploration Guide	S;LM	SF*
D 30. Student Report Forms	LM	SF

Approved by director Project REAL
February 17, 1977

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Code	=	Identification of Source Document
ETS		Educational Testing Service
PD		Project Director for REAL
S		Students in Real Project
CC		Community Coordinator
LM		Learning Manager
E		Employer
P		Parent
Code	**=**	**Location**
ETS		Educational Testing Service files
SF		School Files i.e. Newark, Christiana, or Glasgow High Schools
CF		Central Files i.e. Newark School District Office
*		Documents that are part of each student's project REAL Folder.
EF		Employer's File

APPENDIX B

PROJECT REAL/EBCE STUDENT END-OF-YEAR QUESTIONNAIRE

1. What do you expect to be doing one year after completing high school? % N=21

a.	Working full-time	24%
b.	Entering an apprenticeship or on-the-job training program	5%
c.	Going into regular military service or to a service academy	5%
d.	Attending a vocational, technical, trade or business school	19%
e.	Attending a junior or community college	14%
f.	Attending a four-year college or university	29%
g.	Working part-time	19%
h.	Other (travel, take a break)	--
i.	I have no idea what I'll be doing	--

2. How far do you plan to pursue your formal education? % N=21

a.	Don't plan to finish high school	--
b.	Graduate from high school	14%
c.	High school plus one or two years of college, community college or special training	38%
d.	High school plus three or more years of college, community college or special training	14%
e.	Graduate from four year college	29%
f.	Graduate or professional training beyond college	5%

3. List two jobs that you might like to hold after completing your education. (Students in the program listed a total of 34 different jobs. % N=21

4. Have you observed or worked directly at either or both of the two preferred jobs listed for Question 3? % N=20

a.	I observed or worked at both jobs	45%
b.	I observed or worked at one of these two jobs	50%
c.	I did not observe or work at either job	5%

5. How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation? % N=20

a.	Do not know where to begin	10%
b.	Have some idea	25%
c.	Steps pretty clear	50%
d.	Steps quite clear	15%

6. Do you feel you will be able to complete the necessary steps for this job? % N=20

a.	Yes	75%
b.	Not sure	25%
c.	Probably not	--

APPENDIX B (contd)

7. What aspects of your learning experience this year (if any) influenced your choice of potential careers?

	% N=20
a. None	10%
b. I talked to teachers or a counselor about my choices	25%
c. I talked to people who work at the jobs	55%
d. I talked with relatives or friends about my choices	25%
e. I had experience in observing or trying out the jobs	70%
f. I read about the jobs	30%

8. Are there any jobs that last year seemed interesting that you now feel do not match your interests or abilities?

	% N=18
a. Yes	44%
b. No	56%

c. What caused you to change your mind about the job(s)?

	% N=14
1. Advice from teachers or a counselor	--
2. Advice from relatives or friends	7%
3. Advice from someone who works at the job(s)	14%
4. Information I have read about the job(s)	7%
5. Experience in observing or trying out the job(s)	50%
6. My interests have changed	14%
7. I don't know	7%

On the grid below please circle a number from 1 to 5 to indicate how helpful you feel EBCE (Experienced-Based Career Education) has been to you in reaching each objective. (For example, if you feel EBCE was helpful circle 5, if moderately helpful circle 3 and if little or no help circle 1.)

How helpful do you feel your EBCE experiences this year have been in assisting you to--

		Of Little or No Help				Very Helpful	$\bar{X}$	SD	N
9.	solve problems logically.	1	2	3	4	5	3.4	1.29	17
10.	understand the role of science in our society today.	1	2	3	4	5	3.1	1.23	20
11.	understand more about yourself.	1	2	3	4	5	4.1	1.10	20
12.	get along with others.	1	2	3	4	5	4.4	.81	20
13.	understand the democratic process.	1	2	3	4	5	2.6	1.15	20
14.	develop you own creativity.	1	2	3	4	5	3.6	1.27	20

APPENDIX B (contd)

		Of Little or No Help				Very Helpful	$\bar{X}$	SD	N
15.	learn how you interests and abilities fit into potential careers.	1	2	3	4	5	4.4	.88	20
16.	learn how society's values, the government and the economy affect the world of work.	1	2	3	4	5	3.6	1.15	20
17.	learn what to look at when considering a job.	1	2	3	4	5	3.9	.99	20
18.	learn how to find and keep a job.	1	2	3	4	5	3.9	1.09	20
19.	learn the basic skills necessary for the careers that interest you.	1	2	3	4	5	4.5	.83	20
20.	improve your reading skills.	1	2	3	4	5	2.9	1.25	20
21.	improve your math skills.	1	2	3	4	5	2.3	1.24	19
22.	improve your oral communication skills.	1	2	3	4	5	4.2	.95	20
23.	improve our writing skills.	1	2	3	4	5	3.4	1.50	20
24.	know what level of basic skills proficiency is required in the jobs of interest to you.	1	2	3	4	5	4.1	.85	20
25.	gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you.	1	2	3	4	5	3.9	.97	20
26.	become acquainted with a broad range of resources to use in gathering information for work and decision making.	1	2	3	4	5	4.2	1.01	20
27.	communicate comfortably with adults.	1	2	3	4	5	4.4	.82	20

APPENDIX B (contd)

		Of Little or No Help				Very Helpful	$\bar{X}$	SD	N
28	take responsibility for your own actions.	1	2	3	4	5	4.4	1.04	20
29.	become more open to ideas and values different from your own.	1	2	3	4	5	3.8	1.02	20

How helpful do you feel your EBCE experiences this year have been in assisting you to--

		Of Little or No Help				Very Helpful	$\bar{X}$	SD	N
30.	use information obtained through direct experiences in making decisions.	1	2	3	4	5	3.9	.97	20
31.	feel prepared to accept adult responsibilities.	1	2	3	4	5	4.3	.91	20

32. How would you rate the overall quality of your EBCE program? — 4.1 .97 20

Poor 1 2 3 4 Excellent 5

33. If you had it to do over again, do you think you would decideto participate in EBCE? — 3.4 1.42 20

Definitely no 1 2 3 4 Definitely Yes 5

34. In EBCE have you felt that you could progress at your own rate? — 4.2 .75 20

Definitely no 1 2 3 4 Definitely Yes 5

35. In comparison with the regular high school program, how much opportunity did EBCE provide you for learning about occupations? — 4.8 .55 20

Much less 1 2 About same 3 4 Much more 5

APPENDIX B (contd)

	Of Little or No Help	Very Helpful	$\bar{X}$	SD	N
36. In comparison with the regular high school program, how much opportunity did EBCE provide you for general learning?			3.9	.97	20
	Much less 1	2	About same 3	4	Much more 5
37. In comparison with past experiences in the regular high school program, how motivate are you to learn in EBCE?			3.8	.79	20
	Much less 1	2	About same 3	4	Much more 5

38. This year, approximately how many pamphlets, brochures, manuals or magazine articles did you read? N = 19

	%
a. None	11%
b. 1 to 5	--
c. 6 to 10	32%
d. 11 to 20	5%
e. 21 to 30	32%
f. More than 30	20%

39. During the school year, approximately how many visits did you make to the following community resources? (Write in the number next to each community resource. Put "0" if you did not visit a particular resource.)

		Number of Visits
(61)	Public Libraries	204
(62)	Museums	15
(63)	Courts	9
(64)	Public Meetings	14
(65)	Colleges or Universities	17
(66)	State Legislature	0

	% Agree	% Disagree	N
40. Most persons remain in the same job throughout their adult lives.	37%	63%	19
41. Few women work outside of the home after marriage.	22%	78%	18
42. Less than one-third of all job openings require a college degree.	56%	44%	18

APPENDIX B (contd)

	% Agree	% Disagree	N
43. Most people have the ability to do well in any job if they set their minds to it.	74%	26%	19
44. There is only one "right job" for a person in terms of his/her abilities.	22%	78%	18
45. The unemployment rate of 20-year-olds in the labor [illegible] the rate for other adults.	37%	63%	19
46. The State Employment Service Office provides free information about job openings and job training programs.	78%	22%	18
47. Apprentices are paid while they learn.	78%	22%	18
48. The English and math skills of freshmen are about the same from one college to another.	33%	67%	18
49. Ten years from now most jobs will require four or more years of college.	61%	39%	18

APPENDIX B

PROJECT REAL COMPONENTS

FOR YOUR INFORMATION

PROJECT REAL STATE PLAN:

1980 and Beyond

C. Wayne Hill, Coordinator
Project REAL
New Castle County School District
Area III - 83 East Main Street
Newark, Delaware 19711

INTRODUCTION

"The concern for the development of Career Education in Delaware began in 1971 through a grant from the United States Office of Education to establish a Career Education Instructional System. Since that time, Career Education has developed and expanded at varying rates within the various school districts. The main point of concentration has been in the former Newark School District. That district had received funding over the past five years to develop and implement an innovative and exemplary approach to Career Education. "(Project REAL)" "Other districts have had to develop and infuse ideas of Career Education into their educational programs with a minimal of additional resources. The approach to Career Education on a statewide basis, since the 1971-72 school year, has been more fragmented than systematically developed." -1

In order to benefit from the federal infusion of monies for Project REAL and to eliminate a large amount of the previously mentioned "fragmented" Career Education programming, the following systematic statewide implementation plan for REAL is proposed:

-1 A Synopsis...State Plan for Career Education, Dr. Randall Broyles, November 1978

EXPERIENCED BASED CAREER EDUCATION (PROJECT REAL)
PROGRAM EXPANSION SCHEDULE

1979-80 School Year

Newark High School Center	- New Castle County School District Area III
Christiana-Glasgow Center	- New Castle County School District Area III

1980-81 School Year

Newark High School Center	- New Castle County School District Area III
Christiana-Glasgow Center	- New Castle County School District Area III
* Dover High School Development	- Capital School District
* Wilmington High School Development	- New Castle County School District Area II

1981-82 School Year

Newark High School Center	- New Castle County School District Area III
Dover High School Center	- Capital School District
Wilmington High School Center	- New Castle County School District Area II
*Seaford Center Development	- Seaford School District
*Mt. Pleasant High School Development	- New Castle County School District Area I

1982-83 School Year

Newark High School Center	- New Castle County School District Area III
Dover High School Center	- Capital School District
Wilmington High School Center	- New Castle County School District Area II
Seaford High School Center	- Seaford School District
Mt. Pleasant High School Center	- New Castle County School District Area I
*Smyrna High School Development	- Smyrna School District

*These developmental sites will require one semester to a year to recruit both Community Sites and students.

1983-84 School Year

Newark High School Center	- New Castle County School District Area III
Dover High School Center	- Capital School District
Wilmington High School Center	- New Castle County School District Area II
Seaford High School Center	- Seaford School District
Mt. Pleasant High School Center	- New Castle County School District Area I
Smyrna High School Center	- Smyrna School District

Note: Transportation tie-ins within New Castle County School District Areas I, II, and III make it feasible to operate one Center per Area.

Funding Development

Throughout this proposal there can be seen a constant expression of direct and immediate cooperation between the Department of Public Instruction and the local school districts. To that end the following recommendations are made generally and then specifically by school year development (previous page).

General Funding

To put Project REAL on a statewide basis the following prerequisites must be adhered to:

1. Each participant school district will provide:
   (a) one teacher per 20 enrolled students
   (b) an appropriate Learning Center (class room)/Office
   (c) telephone facilities and basic supplies
   (d) an instructional aide
2. The Delaware Department of Public Instruction will provide on a budget line item:
   (a) one Statewide Project Coordinator
   (b) one REAL Community Resource person per participating school up to a maximum of six
   (c) provide H.B. 509 Funding for this pre-vocational project as per legislative requirements

Specific Funding by School Year

I. 1979-80

(a) Federal Grant (part D) Funds sufficient. Funds terminate, however on 3/31/80 - Funds should be restored this year.

II. 1980-81

DPI SUPPORT

(a) provide funding for Statewide REAL/Career Coordinator
(b) restoration of H.B. 509 Funding
(c) provide two REAL Community Resource persons for participating schools (Newark & Christiana High Schools)

DISTRICT(S) SUPPORT

(a) provide two teacher units per 20 REAL participants at NHS and CHS
(b) provide an aide/room/supplies at NHS and CHS
(c) provide a full year REAL project initiator (teacher) for Dover High School and Wilmington High School

III. 1981-82

DPI SUPPORT

(a) Statewide REAL/Career Coordinator
(b) 509 Funding
(c) three REAL Community Coordinators-one each for Newark, Dover and Wilmington High Schools

(continued)

DISTRICT(S) SUPPORT

(a) three teacher units per 20 REAL participants at Newark, Dover, and Wilmington High Schools
(b) three aides-one per participating schools
(c) student/Staff facilities and supplies at Newark, Dover and Wilmington High Schools
(d) two teacher initiators to develop a REAL Center at Seaford and Mt. Pleasant High Schools

IV. 1982-83

DPI SUPPORT

(a) State REAL/Career Coordinator
(b) 509 Funding
(c) five REAL Community Resource persons-one each for Newark, Dover, Wilmington, Seaford and Mt. Pleasant High Schools

DISTRICT(S) SUPPORT

(a) five teacher units per 20 REAL participants at Newark, Dover, Wilmington, Seaford and Mt. Pleasant High Schools
(b) five instructional aides-one per participating school
(c) student/Staff facilities and supplies at all above (a) indicated schools
(d) one teacher initiator to develop a REAL Center at Smyrna High School

V. 1983-84

DPI SUPPORT

(a) State REAL/Career Coordinator
(b) 509 Funding
(c) six REAL Communtiy Resource persons-one each for Newark, Dover, Wilmington, Seaford, Mt. Pleasant and Smyrna High Schools

DISTRICT(S) SUPPORT

(a) six teacher units per 20 REAL participants at Newark, Dover, Wilmington, Seaford, Mt. Pleasant and Smyrna High Schools
(b) six instructional aides-one per participating school
(c) student/Staff facilities and supplies at all above (a) indicated schools

CONSIDERATIONS

Throughout the development and implementation of REAL, three main areas of concern appear to be dominant: Liability/Accident Insurance, Student Transportation and the need for clerical assistance (Aide) in maintaining a viable alternative learning/career education program. Each problem area is given a short overview as follows:

1. Insurance: Each participating school district must supply appropriate liability indemnification for each student and program. Based on past experiences this type of insurance is already available under current policies, subsequently each District should be required to furnish adequate proof (Certificate of Insurance) of insurability to all participating Community Sites (persons). It is further suggested here that D.P.I. require uniform insurance for all career programs (preferable under one statewide policy) to guarantee student, staff, Districts, community participants adequate coverage.

2. Transportation: Consistantly throughout the four year existance of REAL, the hinderance to greater student participation has been the lack of student transportation. The most obvious approach is to center programs in geographical areas where students can walk or use public transportation to reach participating Community Sites. The previous site selection plan (p. 4) reflects this mode of operation. However, every effort should be used to develop a comprehensive state transportation program for REAL. While initial costs may appear to be high, the effect provided will enable a District to use one school for REAL and, while not duplicating efforts, it (the student transportation plan) will ensure greater opportunity (ies) for all high school juniors and seniors.

3. Instructional Aides: Perhaps the single most important ingredient in the internal operation of the plan is the supportive help provided by the instructional aide. Throughout the past four years it has been most clearly demonstrated and recommended that such a position be included if only on a part-time basis (4 hrs. per day). The individualized nature of the Project requires many hours of clerical help and an aide appears to solve any problem in this area.

COSTS

While the basic program can be operated within a school for less than $1500.00, (excluding salaries) it appears that the 50/50 personnel cost split between participating Districts and D.P.I. can only be reached by looking at both state and local salary scales. In addition, funds should be provided for continuation of Project DELTA Computer Assisted Instruction.

SUMMARY

The uniqueness of REAL, its positive impact on both school and community, and the Program's five years of extensive development all point to continued success if the Delaware Department of Public Instruction assumes responsibility for its statewide implementation. Through the previously described 50/50 implementation plan the burden of responsibility is equally shared by D.P.I. and the local district, thus attaining the goals expressed in the original HEW grant award.

Area III of the New Castle County School District has made every effort to develop a successful program since its inception in 1974. The Project has succeeded beyond anyones expectations and now uses some three hundred (300) Community Sites. It is now, however, time for this Project to expand. It needs to grow. As previously stated, the responsibility for both the program and its statewide expansion now merits the ongoing support of the Department of Public Instruction.

PROJECT REAL ADVISORY COMMITTEE

NAME	ADDRESS	PHONE
Ms. Susan Bleiberg	NCCSD - Dental Technician	
Ms Diane Sklut	NCCSD - Dental Technician	
Dr. Hugh Ferguson	NCCSD - Central Middle	731-2115
Ms Michele Lafante	NCCSD - John G. Leach School	658-8050 Ext. 200
Ms Micki Plantar	Hudson Center Bureau of Juvenile Correction 820 N. French St. - 6th Floor Wilmington, DE 19801	368-6886
Ms Bonnie Springer	DeLaWarr Community Center 500 Rogers Road New Castle, DE 19720	652-9436
Ms Carol Wells	Delaware State Hospital duPont Highway New Castle, DE 19720	429-6555
Dr. Ed Boas	U. of D. - Project Delta Willard Hall - Rm. 102	738-2160
Dr. Nevin Frantz	U. of D. - Coordinator for Graduate Programs in Occupational Teacher Ed. Willard Hall - Rm. 106	738-2573
Mr. Gilbert Volmi	U. of D. - Food Service Director 503 Academy St., Newark, DE 19711	738-2641
Ms Betti Downes	7 Newark Union Road Wilmington, DE 19803	
Ms Alison Macindoe	International Reading Association 800 Barksdale Rd-P.O. Box 8139 Newark, DE 19711	731-1600
Mrs. Patricia Prescott	Del. Humane Association 701 A Street Wilmington, DE 19801	Work - 652-2429 Home - 764-6248
Mrs. Rachel Schweitzer	Supervisor of Curriculum Development & Research Dept. of Public Instruction John G. Townsend Building Dover, DE 19901	678-4681

WORKSHOP 1979

PROJECT REAL ORIENTATION OF 1979-80 SCHOOL YEAR

ORIENTATION

A. Program Overview

1. Introduction of Selves

   a. Community Coordinator
   b. Learning Manager
   c. Aide
   d. Students

2. Purpose of R.E.A.L.

   a. Students give their understanding of what R.E.A.L. is
   b. What needs of the student's do they see the program meeting?
   c. Receive handouts on:
      1. Curriculum
      2. Summaries of/with definitions
      3. Orientation goals

3. Orientation Explanation

   a. Familiarization of the Learning Center with its Procedures, Rules, and Responsibilities
   b. Self Assessment
   c. Course Requirements and Expectations
   d. Student/Employer Relationships

4. Questions on: Program/Procedures/Rules/Problems etc. etc. (use of flip chart)

5. Center Rules and Procedures

   a. Entry
   b. Signing In and Out, Punctuality, Notes, Passes
   c. Mail Baskets
   d. Absence Procedures
      1. From School -- absence notes w/in 3 days; calling Center as well as site when on site
      2. From Center -- cutting
      3. From Site -- cutting, lost

   e. Use of Phones -- no personal use; site arrangements use only; messages placed in mail baskets
   f. Use of Center -- Materials, Career Counselor, Community Coordinator, Learning Manager, Study, Library, Computer

. Self Assessment

1. Process of Decision making (Peggy's Circle on flip chart)

   a. Critical Knowledge of Self
      1. View Deck
      2. Holland's Self Directed Search
      3. Career Decision-Making Skills exercise
      4. Employment-Seeking Skills exercise
      5. Career Maturity Inventory
      6. Computor program ??
   b. Parents Input
   c. Peers
   d. Immediate Needs

e. Existing Circumstances

2. Games and other activities dealing with Decision Making

a. Survival
b. Weekend
c. All night
d. Some choice
e. Across town
f. Total person
g. Careers

C. Course Requirements

1. Contracts

a. General accountability
b. Specific project

2. Quarterly Requirements and Responsibilities

a. Three explorations with Guides which generate coop grade and contribute to coop credit
b. Learning Level Projects which generate academic credit as well as coop credit
c. Competencies which generate either academic or elective credit

3. Performance reviews and Report Cards

D. Student/Employer Relationships

1. Roll-a-dex use and Site book

2. Site availability check

3. Phone use

4. Interviews

5. Activities on job site

6. Completion of Guides, Learning Level Projects, Time Sheets

7. Possible Situations

a. Case studies
b. Problems

8. Homework

a. Job interview
b. Locating two sites -- one in Newark and one in Wilmington to include step by step explanations on how, who, where etc.

E. Interview with R.E.A.L. staff prior to making actual first appointment at a site

F. Make appointment at first site

APPENDIX C

REAL PUBLICITY

NATIONAL E.B.C.E ASSOCIATION

Outstanding Program

Project Real

Nominee

1980

91

Robert E. Slaven

President, NEBCEA

9

New Castle County School District
Area III - 83 East Main Street
Newark, Delaware 19711

Project R.E.A.L.
C. Wayne Hill
Coordinator
Phone - 454-2215

April 21, 1980

Dear Friend,

You are cordially invited to attend the Third Annual Project REAL Breakfast on May 21, 1980 at Newark High School in the A-Wing Cafeteria with parking available in the fenced-in lot just before you arrive at the building proper. Two hour parking is available along Delaware Ave. in front of the school. Additional parking may be found behind the building and/or in the parking lot on the East side of Newark High School.

The Breakfast will commence with a "get to know each other" Happy Hour(coffee & juice) from 7:45-8:20 a.m., followed by a Buffet Breakfast and short Program from 8:30-9:15 a.m. The Happy Hour will give all of us a chance to exchange career roles and is an excellent opportunity for all to meet: Parents, Students, Site Persons and Staff.

It is very important to us that you attend and accept your participation award. Thanks to you, Real has and is working, and this is our way of saying thanks to those who care.

Please fill in the enclosed self-addressed and stamped post card and mail it to us as soon as possible. If you cannot attend yourself, please feel free to send your representative. The students and staff of Project Real are looking forward to meeting you.

Sincerely,

Wayne Hill

RSVP

Three At Noon

HONORS

C. WAYNE HILL

WHO PARTICIPATED IN THE SERIES
BROADCAST EVERY SUNDAY AT 12:05 PM ON STATION WNRK
SPONSORED BY
AREA III – NEW CASTLE COUNTY SCHOOL DISTRICT.

GIVEN THIS 5TH DAY OF September, 1979

94 Host

Producer

9

Publicity

Wayne

ALFRED I. DuPONT INSTITUTE
OF THE NEMOURS FOUNDATION

POST OFFICE BOX 269
WILMINGTON, DELAWARE 19899
(302) 571-1000

January 2, 1980

Mrs. Houck
REAL - Newark High School
Newark, DE

Dear Mrs. Houck:

Thank you very much for the gifts that you brought to the Institute. We distributed them to the children on Christmas Eve at our annual party. It was very helpful to have them all labelled with the appropriate age and sex. Sharon enjoyed, and is still enjoying, the SEVENTEEN magazines.

My best wishes to you and the members of your group for a Happy New Year.

Cordially,

Sally J. Narwold

Sally J. Narwold
Director
Child Life Department

SJN:bdh

EDUCATIONAL RESOURCES ASSOCIATION

TELEPHONE (302) 731-2425

83 EAST MAIN STREET
NEWARK, DELAWARE 19711

FIRST ANNUAL REGIONAL CAREER FAIR

TO BE HELD AT CHRISTIANA MALL, CHRISTIANA, DE

Friday, March 7 12:00 p.m. to 8:00 p.m.
Saturday, March 8 10:00 a.m. to 6:00 p.m.

Name of Organization: PROJECT REAL

Contact Person at our organization: C. WAYNE HILL

Address and Telephone Number of Contact Person: NCCSD 83 East Main Street

Newark, Delaware 19711 454-2215

Primary Career Area(s) to be represented by our organization: Career Exploration

at over 300 community sites

Our organization will participate:

Friday and Saturday ☐ CHS(Friday) & NHS(Saturday)

Friday Only ☐ Saturday Only ☐

Times our organization will participate on above days:

Friday 12 p.m. to 8 p.m.

Saturday 10 a.m. to 4 p.m.

In order for this program to provide the needed impact we are recommending that every effort be made to schedule programs on both days.

Due to scheduling and space requirements please return this form to Educational Resources Association (in the enclosed envelope provided) no later than February 8th. This will enable us to reserve day(s) and time(s) you indicated above.

CHECK HERE IF YOU REQUIRE ELECTRIC FACILITIES X YES ____ NO

MAINSTREAMING WORKSHOP

WHERE: Sterck School

WHEN: Thursday, October 11, 1979
Monday, October 15, 1979

TIME: 3:30 to 5:00 P.M.

AGENDA - Thursday, October 11, 1979

3:30	Welcome and Introducations
3:45	Information on Deafness
	(a) degrees of loss
	(b) hearing aids
4:15	Language and the Deaf
4:45	Details
	(a) grades
	(b) contact person
	(c) HELP!

AGENDA - Monday, October 15, 1979

3:30	Welcome and Introductions
3:45	Interpreter-Tutors
	(a) role and responsibility
	(b) sign language
	(c) tutoring
4:15	Supportive services
	(a) stress
	(b) counseling
4:40	Questions and Answers

PROJECT REAL
N.C.C.S.D. - AREA III

TO: Dr. Richard Musselman
Dr. Primo Toccafondi

FROM: Wayne Hill

RE: Sterck Mainstreaming Via REAL

DATE: July 20, 1979

For the past three months Susanna Lee (Principal), with the approval of Gene Thomure (Director), and I have been meeting and developing ways to allow selected Sterck students to participate in REAL. These initiatives were basically approved by Dr. Robert Stowell, and listed below is a summary of proposed mainstreaming plans that require administrative approval:

1. In the Fall of 1979, Sterck (Mrs. Sue Raymond) will enter four students into the Newark/Christiana REAL Center as either morning or afternoon students: The remainder of their day will be spent at Sterck in regular classes. Four (students) is the number selected because Sterck can qualify for a signer (full-time) with that number.

2. Due to the use of a signer, the four students will alternate (a.m. & p.m.) every other day at an exploration and/or learning site. It is hoped that eventually at some selected sites, a signer will not be necessary.

3. All work materials (Exploration Guides, Career Competencies, and Learning Level Projects are now being previewed by Mrs. Raymond (Career Counselor at Sterck) for their adaptability to hearing impaired children.

4. Transportation will be provided by either the student (some are quite capable) and/or Mrs. Raymond.

5. All participating Sterck students will be added to either the Christiana or Newark High School H.B. 509 Count.

I feel that this is not only one of the most unique program innovations around, but also it is a direct response to the goals of EBCE. The program has the potential to grow from four to twelve students by June of 1980. Please give this your usual analysis and should there be any questions, please contact me.

I am requesting administrative approval to continue the above mentioned program.

WH:jk

STATE OF DELAWARE

THE MARGARET S. STERCK SCHOOL FOR THE HEARING IMPAIRED

(New Castle County School District)
CHESTNUT HILL ROAD and CHEROKEE DRIVE
NEWARK, DELAWARE 19713

F. EUGENE THOMURE, Ed.D.
DIRECTOR

TELEPHONE 302/731-2301

SUSANNA LEE
PRINCIPAL

July 10, 1979

Mr. Wayne Hill, Director
Project R.E.A.L.
Newark High School
Area III

Dear Wayne:

I have briefly discussed Project R.E.A.L. with Suzanne Raymond, psychologist, who handles our career education program for our advanced students. Sue and I will be working on our students to be recommended for your program next week (July 16). Sue or I will be contacting you shortly thereafter to set up a time schedule and program sequence our students will need to follow.

In addition, Marlene Harrell, Reading Specialist, who will be handling our Living Skills Curriculum will be in touch with Mrs. Hauck very soon to set up a time to review your materials. I have given her a summary of the materials we discussed that seem to be appropriate for our needs.

Thank you for our meeting in June. I am very excited for our opportunity to join the R.E.A.L. Project. I look forward to working with you on the program.

Sincerely

Sue

Susanna Lee
Principal

SL/db

cc: Suzanne Raymond
Marlene Harrell

Sterck School has had R. E. A. L. students in the past. I look forward to working with you in the future.

Thank you for your cooperation.

Sincerely,

Susanna Lee

Susanna Lee
Principal

SL/kb
cc: Mrs. Suzanne Raymond
Mr. Eugene Breckenridge

APR 30 1979

CAREER EDUCATION PROJECT

STATE OF DELAWARE
EXECUTIVE DEPARTMENT
DOVER

OFFICE OF THE GOVERNOR
SPECIAL ASSISTANT FOR
EDUCATION

PLEASE REPLY TO
STATE OFFICE BUILDING
820 FRENCH STREET
WILMINGTON, DELAWARE 19801
TELEPHONE (302) 571 - 3714

April 26, 1979

Mr. Wayne Hill
Project REAL
83 East Main Street
Newark, Delaware 19711

Dear Wayne,

I write to thank you and the students who participated in the workshop on Project REAL as part of the Governor's Seminar on Career Education.

The comments on the workshop in which you participated were all very positive, and I think that you and the students can feel very good about sharing this idea with persons from other school districts.

It would be very helpful to me if you would prepare and send to me a summary of about one page on the highlights of your workshop session which could be sent to interested Seminar participants.

Thank you very much for your valuable contribution to the Governor's Seminar on Career Education. Please feel free to be in touch with my office about career education and to share your experience and new ideas on this subject.

Sincerely,

Sandra Worthen

Sandra Worthen

SW/bjw

SAMPLE

REAL ADVISOSRY COMMITTEE MEETING MINUTES

21 August 1979

The following minutes are being written in outline form with appropriate comments per topic:

Members Present: Ms Ruth Plantar, Mr. Gilbert Volmi, Mrs. Patricia Prescott, Ms Michele Infante, Ms Carol Wells, Ms Bonnie Springer and Mr. Wayne Hill

I. Introductory Remarks:

a. Asked committee to encourage new members - everyone is welcome.
b. Described the Project at the start of the 1979-80 school year. Both Christiana, Newark and Glasgow High Schools will be participating. GHS students will be served through the Christiana REAL Center.
c. Sterck School for the hearing impaired has expressed an interest in some form of program participation. Additional interest has been expressed from several Area I and II high schools in New Castle County, and DelMar School District in Sussex County. Any program expansion will be discussed with the Advisory Committee.

II. REAL Luncheon

The annual affair was brought up for discussion at the request of W. Hill who was concerned by the lack of site participation. Committee suggestions were made as follows:

a. Luncheons consume too much work time.
b. Luncheon site selection must reflect nearness to sites.
c. Friday is a bad day.
d. Recognition certificates should be presented.
e. Committee overwhelmingly approved Mr. Hill's suggestion for a REAL Breakfast rather than Luncheon at mid year-Feb/Mar.

III. Computer Site (Local) Research

a. Committee suggested some revisions in the Coordinators attempt to obtain good information from all REAL participating sites to be put on the DELTA Computer System.
b. The Committee also had some suggestions regarding the GIS (Guidance Information System) Computer program, and will send back within a few days their revised print-out sheets for relay to DELTA.

IV. Baskic Skills Improvements

W. Hill discussed the need for a better system of basic skills development and asked the Committee to analyse three Computer Assisted Instruction Programs: DELTA, DIRECT and PLATO. Further site input will be sought.

Respectfully submitted,

Wayne Hill, Chairman

WH/jk

3/1/80

REAL COMMUNITY SPONSORS

Abys Corporation
Aladdin Travel, Ltd.
Alden Bugher Association
American Home & Hardware
Associate Financial Service
Victor F. Battaglia, Attorney
Bing's Bakery
Boy's Club of Wilmington, Inc.
Braunstein's
Briggs Rubber Products Co.
Bristow's Sporting Goods
Carousel Riding Stable, Inc.
Casual Corner
Cedar Tree Press
Central Automotive
Chadds Peak (Ski Area)
Chambers Press
Chalfant & Associates
Chandler Funeral Home
Channel 12
Charlie B. Travels
Child Learning Services
Chrysler Corp. Assembly
Ms Sharon Church (Jeweler)
E. A. Cochran & Son, Inc.
Dr. Peter R. Coggins
Concord Nurseries
Continental Management
Copeland Estate (Greenhouse)
Court Reporters
Cut & Curl
Dannemann Fabrics
Del Campo Bakery
Del. Air National Guard
Del. Alcoholism Council
Del. Army National Guard
Del. Art Museum
Del. Cedar Homes
Del. Cycle Center
Del. Humane Association
Del. Law School
Del. Museum of Natural History
Del. Nature Education Society
Del. State Hospital
Del. State Police - Troop 6
Dept. of Data Processing (Wilm.)
Edw. C. Derby AIA Architects
Dial
Diamond Motor Sports, Inc.
Diamond State Ford
Display Arts, Inc.
Ms Betti Downes (Writer)
A. I. duPont Institute
Eastern Rainbow Factory
Elkton Indoor Tennis Club
Elmar Schools, Inc.
Faces
Fairweather Marine CTR
Fireworks
Frame Factory
Vance Funk, Attorney
Greater Wilmington Airport
Greatglas
Hagley Museum
Hair Station
Handleman, Inc.
The Head Shop(Hair Stylists)
Heritage Reality Co.
Herman's Meat Shoppe
Hobbi-Art, Inc.
Hodgson Vo-Tech
Holiday Inn
Horizon Printing & Graphics
Horseless Carriage Restaurant
Howard Johnson's Motor Lodge
Floyd I. Hudson Center

FLOYD I. HUDSON AGENCIES
- Adult Corrections
- Emily Bissell Hospital
- Bur. of Juvenile Corrections
- Del. Youth for Human Services
- Div. of Mental Health
- Family Crisis
- Landis Lodge

International Reading Assoc.
Iron Hill Inn/Motel
Italo's Tailor Shop
Ivystone II
The Jock Shop
Robert T. Jones (Mortician)
The Jesters Costumers
K.R.R.B. Studios
Robert N. Kidwell II, DDS
Kirk Florist
Kirkwood Animal Hospital
Kirkwood Fitness Club
Bernard Kreshtool, DDS
Landscape Nursery
John G. Leach School
Legg, Mason, Wood, Walker
Lester Lumber
Lewandowski's Auto Body Co.
The Limited
Lippman's Jewelers
Little Sisters of the Poor
Lyons Studio
Lyons & Van Arsdalen Physical Therapy
M & G Convoy
Mark IV Hair Clinic
Martha's Boutique
McMullen, Armstorng & Dowling
Meadowood School
Mid-Atlantic Archeological Research, Inc.
Mitchell's Marina (Md.)
Montessori Center for Creative Learning
National Weather Service
N.C.C. Ambulance Division
N.C.C. Chamber of Commerce
N.C.C. Dept. of Public Safety

N.C.C. SCHOOL DISTRICT
- Central Middle School
- Community Staff Relations
- Dental Hygienists
- Diagnostic Impact Center
- Gauger Middle School
- School Psychologist
- Speech & Hearing Clinician
- Sterck School
- Transportation
- West Park Place

NEW CASTLE PARKS & RECREATION
- Banning Park
- Brandywine Zoo
- Delcastle Golf Course
- Forestry & Maintenance
- Rockwood Museum
- Senior Services
- Special Populations

Newark Camera Shop
Newark Center for Creative Learning
Newark Day Nursery
Newark Department Store
Newark Free Library
Newark Montessori Preschool
Newark Opticians
Newark Parks & Recreation
Newark Physical Therapy Assoc.
Newark Police Department
Newark Schwinn Cyclery Inc.
Newark Travel Lodge
Newark Travel Service
Newark Weekly Post
The Paint Shop
J.C. Penney Co., Inc.
Pet's Emporium
Pets "N" Stuf
Photo-Art
Polly Drummond Nursery
Poodle Chateau, Inc.
Prism Construction, Inc.
Professional Clinical Lab
Proving Ground
Radio Shack
Rape of the Lock
Rainbow Kennels
Realty World-Regency Realty
Red Mill Nursery

REAL COMMUNITY SPONSORS (Continued)

Rhodes Pharmacy Inc.
Edward H. Richardson Associates Inc.
R.M.C. Delmarva Ecological Lab
S & K Plumbing & Heating Co.
S.P.C.A.
Sharrah's Fabrics
Sheraton Inn
Size Five-Seven-Nine Shop
Simplex Time Recording Co.
David Slade, DDS, MSD
Soundboard, Inc.
Joseph Stout, DDS
Summit Aviation Inc.
Sunnyside Nursery
Two Wheeled Cycle
Union Hospital of Cecil County Md.
Union 76 Auto Truck Plaza
U.S. Air Force Recruiting Station
U.S. Marine Corp Recruiting Station
U.S. Navy Recruiting Station
U.S. Optical
U.S. Veteran's Administration Hospital

UNIVERSITY OF DELAWARE
Bookstore
Blue & Gold Club
Clayton Hall
Computer Center - DELTA Ed.
Computer Systems
Computer Center - Project PLATO
Computer System (Administrative Systems)

UNIVERSITY OF DELAWARE (Cont.)
Food Services
Institute of Energy Conversion(Solar One)
Plant Operations
Security
Dept. of Theatre
Training Room
Van Shop
Piet Van Ogtrop (Lawyer)
Vermont Log Cabin
WDEL Radio
WILM Radio
WNRK Radio
Mervin Wahl, DDS
R.L. Watson Insurance Co.
Welcome Aboard
C.M. Weymouth AIA
White Mink Beauty Salon
Wick's Ski Shop
Wilderness Way
Wilmington Christian Schools
Wilmington Laboratory, Environmental Control Division
Wilmington Medical Center
Wilmington Police Department
Wood Studio
Wynthea Kennels
Yellow Freight System, Inc.
Mr. Kurt Yetter (Optician)
Y.M.C.A. (Central Branch)
Y.M.C.A. (Western Branch)

COMPETENCY CERTIFIERS

AUTOMOBILE MAINTENANCE
NHS Auto Maintenance Dept.
Newark Shell Service
Newark Exxon Station

BANKING
Peoples Bank
Wilmington Trust
WSFS - Newark

CAREER PLANNING
NHS Career Corner
REAL Staff-CHS and NHS

CONSUMER CREDIT
Wilmington Trust
Associate Financial Service
Security Pacific American Finance
Bank of Delaware
Delaware Trust
Farmers Bank
WSFS

PUBLIC AGENCIES
REAL Learning Managers

EMERGENCIES
Fire Equipment Company
CHS Staff
NHS Staff

ENERGY CONSERVATION
Institute of Energy Conversion (U. of D.)

HEALTH CARE
CHS Staff
NHS Staff

INSURANCE
Student's family agent

LEGISLATIVE PROCESS
City of Newark, Municipal Building

LEISURE TIME
Newark Dept. Parks & Recreation
NHS Staff

LOCAL GOVERNMENT
City of Newark, Municipal Building

TAXES
Mr. Paul Philipson

PROJECT REAL NEWSLETTER

Vol. VIII FEBRUARY - MARCH 1980

NEW CASTLE COUNTY SCHOOL DISTRICT - AREA III - 83 EAST MAIN STREET-NEWARK, DELAWARE 19711
WAYNE HILL, COORDINATOR AND EDITOR - PHONE 454-2215 - DR. JOHN ALLEN, AREA SUPERINTENDENT

ENROLLMENT FOR REAL

Now is the time when any and all Area III high school Juniors and Seniors have the chance to apply for REAL or Mini-REAL. If you know anyone who is interested or who might benefit from us please have them give us a call: Newark High REAL - 454-2464 or Christiana/Glasgow REAL --- 454-2457

REAL STUDENTS RECEIVE HONORS

NHS REAL students: Suzie McKee and Debbie Peel have been named as Winter Cheerleaders.. ...Heather Sargeant received a First Place finish in the annual Delaware Aquatic Diving Championships.

REAL PEOPLE

Ed Boas, Director of Project DELTA, was on the U.S. Olympic Skiing Team in 1972 & 1976. Ed still skiis and is Acting Chairperson of the REAL Advisory Committee.

OCCUPATIONAL AREAS AVAILABLE IN REAL AS FOLLOWS:

accountant
actor
administrator
aide: (clerical, geriatric, instructional, patient, teacher)
air traffic controller
aircraft ground services
aircraft maintenance
aircraft pilots
airport management
airport security
alcoholism counselor (family)
animal (small) breeder
animal control agent
animal keeper
animal groomer
archeologist
architect
art museum curator
arts and crafts specialist
artist
athletic trainer
audio visual specialist
audio visual technician
audiologist
automotive skills
auto body repairman/technician
avionics
cabinetmaker
cafeteria manager
cafeteria worker
carpenter
cashier
chef (fast food)
chef (gourmet)
chemical engineer
chemist
child care
civil engineer
college housing director
communications
computer: (programmer, technician, word processor
convention management

CAREER EXPLORATIONS AVAILABLE IN REAL

Listed on the bottom of this page and the back you will find a list of occupational areas that are available to any student for Exploration when he/she is entered in REAL.

ADVISORY COMMITTEE TO MEET

On March 19 the REAL Advisory Board will meet at the International Reading Asso. Hdq. on Barksdale Road, Newark. All Advisory Board members are urged to be at this most interesting meeting (10 a.m.). See you or your designate there.

SITE OF THE MONTH

THE UNIVERSITY OF DELAWARE: The following career opportunitities are available at the U of D for REAL students:

Food Services, Convention Management, Housing, Theatre, Security, Maintenance, Health/Medicine, Physical/Athletic Training, Recreation, Accounting/Bookkeeping and Institute of Energy Conversion. Thanks - U of D Staff!

OCCUPATIONAL AREAS (Cont.)

copywriter
cosmetologist
cost estimator
costumer
costume designer
counselor (family)
court reporter
data control clerk
data entry operator
data processor
deli manager
dental assistant
dental hygienist
dental lab technician
designer
dietary aide
dining hall manager
draftsman
drug counselor
drug education teacher
educational diagnostician
electrician
electronic technician
engineers
environmental control specialist
environmental control technician
fishing biologist
floral arranger
food service
food service management (public)
game warden
glassblower
graphic designer
graphic technician
greenhouse-nursery operations
greenskeeper
groundskeeper
hair colorist
hair shampooer
hair stylist
Health Care Services:
- dietary services
- hospital technician
- laboratory and Isotopes
- nursing services
- pharmacy services
- physical therapy
- plant operations:
  - boiler room engineer
  - maintenance mechanics
- Radiology
- research
- respiratory/inhalation therapy

heating contractor
home construction worker
horticulturist
hospital volunteer services management
hotel/motel clerk
houseparent
Human Relations trainee
Humane Educator
illustrator (cartoon)
insurance agent
inventory contoller
jeweler
journalist
juvenile correction services
kennel owner or assistant
key operator
kitchen benchwork
lab technician: (medical, environmental, scientific)
landscape architect
landscape designer
landscaper
law clerk
librarian and library assistant
maintenance
marine management
meat cutter
meat freezer wrapper
mechanic: (auto, auto body, bus, bicycle, boat, motorcycle, truck)
medical
mental health educator
merchandiser (retail)
meteorologist
meteorologist technician
museum curator
museum guide
music retailing (management-consultant)
nurse: (hospital, industrial, visiting)
nurse education
nurse vocational training class
office clerk
optical technician
optician
painter (graphic designs)
painter (van exterior/interior)
park ranger
parts clerk
parts management
personnel clerk
pharmacist
photographer (commercial-media)
photographic lab technician
phototypesetter
physical fitness instructor
plant security
plumber
Police: (communications center person, data technician, officer)
press (offset) printer
Psychology assistant
publicist
purchaser
radio announcer
realtor

OCCUPATIONAL AREAS (Cont.)

receiving-shipping (merchandise)
receptionist
recreation programmer
recreational management
rehabilitation technician
(mental/physical)
reporter
resident project representative
(architecture)
restaurant management
retail management
retail sales: (sporting goods, pet,
electronic components)
scientist (research)
seamstress
secretary
security: (crime prevention, campus law
enforcement officer, investigator
detective, security officer)
silk screen technician/artisan
Ski Resort Occupations: (electrician,
lift line attendant, mechanic, outdoor
recreation, rental shop clerk, snowmaker,
ski area manager, ski instructor)
social worker
speech clinician
stable maintenance
stock broker
stock clerk
surveyor
tailor
teacher: (art, of the deaf, deaf/blind,
Special Ed, Naturalist, reading specialist)
television production (equipment & maintenance)
Theatrical Production Services:
(actor, costumer, dance teacher, designer,
stage designer, stage director, technician,
theatre manager, theatre teacher)
Therapist:
(Child Life, Family Counseling, Hydro-
therapy, music, occupational, physical,
recreational, speech, Special Education)
travel agent
travel consultant
typist
veterinarian assistant
veterinarian technician
weather service technician
wood worker
Y.M.C.A. Services:
course instructor
lifeguard
physical educator
program director
swimming instructor

NCCSD
NEW CASTLE COUNTY SCHOOL DISTRICT

Carroll W. Biggs, Superintendent | 4 Mt. Lebanon Road | Wilmington, Delaware 19803

GEORGE V. KIRK
Deputy Superintendent
Area Administration

JOHN E. ALLEN
Area Superintendent
Administrative Area III

83 East Main Street
Newark, Delaware 19711
(302) 731-2000

March 17, 1980

Alison W. Macindoe
IRA
800 Barksdale Road
Newark, DE 19711

Dear Ms. Macindoe:

Thank you for your support of the REAL Program and its coordinator, Mr. Wayne Hill. I have always felt that the program was well received by the community and I know we have helped many young people in their search for appropriate career choices. Your positive comments and concern are welcome.

On March 12, 1980, Mr. Hill, Mr. Boas, Dr. Musselman (Director of Secondary Education) and Mrs. Bartle (Assistant Superintendent) met with me to explore the future possibilities of the REAL Program. We have been able to stretch our original three year federal funding into four years, but in August those funds will be gone. Mr. Hill is proposing the program be housed at one site, Newark High School, due to transportation problems with students getting to work locations. Newark is on the bus line and many sites can be reached on foot from there. We can support the teacher units through H.B. 509 vocational units if the enrollment is sufficient. Additional help with units for the coordinator or support staff are being sought.

For the time being, I can report that we plan to continue the program as best we can and we are seeking additional funding from educational leaders in the State. I sincerely hope we can find the support needed to continue this outstanding program.

Sincerely yours,

John E. Allen
Superintendent
Area III

JEA:AKB:mjh

cc: Mr. Ed Boas
Mr. Wayne Hill